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ABSTRACT

The purposes of this institute were to (1) provide the information needed to offer vocational courses for the non-college bound handicapped and disadvantaged, (2) point out the need for remedial and psychological services, (3) increase participants' understanding of the role of the counselor in our rapidly changing society, (4) increase emphasis on placement in school and industry, and (5) improve supervision of vocational education at all levels. Five days of presentations by experts in the field were supplemented by travel to schools, special programs, industrial plants, and a career information center to show practical applications. The major value of the institute, according to the participating guidance personnel, was in familiarizing participants with new developments in vocational education, particularly preparations for emerging occupations and technological advancement. A followup evaluation showed that the institute had great impact throughout the state, as participants assumed leadership roles in implementing the new ideas. (BH)

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# TUFTS SUMMER GUIDANCE INSTITUTE

on

# The Utilization of Occupational Education and Placement

ED. 242

at

TUFTS UNIVERSITY

JULY 20 - 31, 1970

## *An Evaluation of the Program*

Presented under Contract with the

MASSACHUSETTS DEPARTMENT OF EDUCATION

and

UNITED STATES OFFICE OF EDUCATION

EDUCATION PROFESSIONS DEVELOPMENT ACT

Part F, Section 553, P.L. 90-35

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OCTOBER, 1970

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# FINAL REPORT

OF

TUFTS UNIVERSITY SUMMER GUIDANCE INSTITUTE

JULY 20 - 31, 1970

under contract with the

MASSACHUSETTS DIVISION OF OCCUPATIONAL EDUCATION

A P.L. 90-35, Part F, Section 553 Project

of the

EDUCATION PROFESSIONS DEVELOPMENT ACT

TUFTS UNIVERSITY

MEDFORD, MASSACHUSETTS 02155

OCTOBER 1970

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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# INTRODUCTION

Because of many difficulties in initiating the EPDA program in the Massachusetts Department of Education, the project experienced considerable delays in getting started which limited the selection processes to some extent. However, exerted effort by the authorities of Tufts University encouraged the presentation of the first Education Professions Development Act, Part F., Section 553 (P. L. 90-35) project in Massachusetts entitled the Tufts Guidance Institute from July 20 to July 31, 1970.

The objectives of the Institute were to:

1. increase the participants' understanding of the ways and means for offering courses in skills and semi-skilled occupations for the non-college bound, handicapped, and urban disadvantaged youth through P. L. 90-576, the Vocational Act of 1968. Attention will be given to an examination of the social forces that influence the various segments of post-high school education;

2. accentuate the need for remedial and psychological services to enable these youths to concentrate on the learning experiences presented;

3. gain a knowledge of the occupational structure of our society with its complexities and rapidly changing shape, form and content and an understanding of the role of the counselor in the vocational development of the student, whether pursuing a terminal or transfer curriculum;

4. develop increased skill in the placement processes in school and industry;

5. develop competence in the supervision of occupational education in state departments of education, local schools and community colleges.

The idea of the Institute was to present outstanding speakers in the field for five days and to travel to schools, special programs, industrial plants and a Career Information Center to show the participants exemplary models of how the lectures may be put into action by examining a paradigm of how it was being done.

That the approach was effective may be evidenced by the summaries of the participants included in this report. Almost to a person they commented that it was the most meaningful guidance institute that each had ever attended. That the objectives were attained may be ascertained by their final report of action in the field as a result of the Institute. These factors are most encouraging.

The follow-up by so many participants to staff members and lecturers, as well as to the schools, industry, and special projects visited, is indicative of the interest stimulated by the Institute. The staff is proud of the results.

As well as the excellent program, the diversity of extracurricular activities furnished by the University served to enhance the experience of all participants. A continuation of this kind of program is essential to the development of education professions in all fields.

Tufts University is especially indebted to the authorities of the Education Professions Development Act (P.L. 90-35) Part F, Section 553, that it was able to serve as a vehicle in the development of more adequate counseling and placement for the disadvantaged and handicapped youth of Massachusetts.

# LIST OF PARTICIPANTS

Mr. Charles L. Adams
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## SUMMARY OF PROGRAM

The multi-faceted role of the vocational education specialist was the focus of Tufts Summer Guidance Institute on the Utilization of Occupational Education and Placement. Authorities in various fields were chosen to highlight the latest findings which may be used to enrich the curriculum of vocational schools and understanding of the staff members.

The creative possibilities of meaningful occupational information and the hazards of ineffectual use were cited by Robert Hoppock, Professor of Education at New York University. He discussed basic professional tools such as the Occupational Outlook Handbook, updating of occupational pamphlets, using community resource people to evaluate occupational information--including current job facts, salaries, etc. Emphasis was placed on the responsibility of each counselor to know what is available in his library--having read the material before referring students to it. Dr. Hoppock discouraged the one annual career conference and suggested a series of weekly group conferences to allow greater flexibility of choice of speakers. This plan also allows students to learn of several different occupational fields. A course in occupations at the 9th or 12th grade level should be taught by a counselor or teacher especially knowledgeable and interested in the subject. The use of follow-up studies is essential to effective vocational counseling. The counselor should know how many students whom he assisted found the objectives attainable.

The following was cited as a minimum program of occupational information services:

1. Annual Follow-up Study
2. Annual Survey of entry jobs
3. Plant Tours
4. Group Conferences
5. Tape Recordings of Group Conferences
6. Occupational Information Files
7. Elective Course in Occupations for Terminal Students
8. An Experienced Counselor as Supervisor of Occupational Information

Effective vocational counseling is especially vital now that our students are finding it necessary to change occupational plans while still in school. Some thought must be given to community needs for those training for local jobs. The students trust those counselors who are working in the field of occupational counseling and placement--careless regard for this phase is serious.

To gain insights regarding an effective Career Guidance Resource Center, the participants visited Newton High School. This Center was funded through P. L. 88-210 and supplemented by P. L. 90-576 funds by the Division of Occupational Education, State Department of Education.

The institute participants were given a tour of the Center at Newton by the Director, Mrs. Myra Trachtenberg and her assistant. Mrs. Trachtenberg talked about how the Center's specialized library was catalogued, using the Dictionary of

Occupational Titles, and she also familiarized the participants with new materials in the field of occupational information and educational planning. The College View-Deck was demonstrated and the Previewer and filmstrips were shown. Among the techniques discussed were the career conferences, student visits to the Center, guest speakers, visits to classrooms and student lounges by Center personnel, Job Clinic, interest testing, "Jobs For Youth" placement program, and student visits to industry. These activities are utilized by the Center to aid students in their career and educational planning as well as to help prepare them for the realities of the world of work.

The need for a career information center to maintain effective "public relations" with the rest of the school was emphasized. Some of these methods used by the Career Guidance Resource Center to achieve this goal were discussed, including the Center's publication, "What's New".

Dr. William C. Kvaraceus and Dr. Helen J. Kenney of Clark University showed several of their film series entitled, "The World of Work." These films, designed for the non-college bound student, may be used to generate discussion regarding work as self expression, a social experience, a means of making a personal contribution to society, and a source of status and prestige. The speakers emphasized the fact that not all productivity is verbal and that there are job clusters which rely on a set of varying competencies. By increasing knowledge, skill and/or training, job shifts may be possible. Many learning activities, special training or retooling may also be

accomplished without having to return to the classroom. The films stressed important variables such as job interviews, formal and informal channels for obtaining jobs, practical everyday realities of work, employer expectations, financial benefits and the importance of inter-personal relationships. The films also emphasized the need to keep a job as well as to advance, being mindful of competition and systematic learning experience versus a trial-and-error job pattern. The special problems of women in the world of work were discussed. The continuing education available for women and the ever-widening job opportunities for women today were presented.

Dr. Kvaraceus and Dr. Kenney were advisers to the McGraw-Hill Film Series World of Work:

"Jobs in the World of Work: A Good Place To Be"

"Jobs for Men: Where Am I Going?"

"Jobs for Continuing Education: Ernie Rodriguez Hates School"

"Jobs for Women: Where Are You Going, Virginia?"

"Jobs and Interviews: "Getting Started"

"Jobs and Their Environments: On The Job"

"Jobs and Advancement: On the Move"

The participants discussed the films from the counselor's viewpoint and heard reaction from a student about to enter the job market.

Dr. Gene Bottoms presented his guide for the development, implementation, and administration of projects in vocational education. He stressed the importance of equalizing the

opportunities available to the job oriented student with those of the college bound student.

The following recommendations designed to broaden and improve vocational education curriculum were offered:

1. The curriculum should facilitate mobility between academic and vocational education--dependent on student's needs, insights, motivation and readiness.
2. Strict separation of college and non college should be discouraged with vocational experiences available to all.
3. Vocational education should be the responsibility of the total school with a developmental and sequential process from elementary through post-secondary and adult programs.
4. Emphasis should be not only on job skills, but also on elements of employability and career mobility.
5. Each student upon completion of secondary school should have a saleable skill as well as basic educational preparation.
6. The elementary school student should be encouraged to develop attitudes, self-awareness and ability to make decisions.
7. Experiences to foster career development should be broad and varied sufficiently to recognize interests and abilities of all students and allow them to learn from each other.

Dr. Bottoms stressed that a balance must be maintained between selecting certain talents to meet particular manpower

needs and providing all individuals with the opportunity to grow and develop. Career information should be at the level and development of the consumer of this material. Social and psychological factors of a particular work setting should be considered as well as objective factors. Educational technology should be employed to simulate career development experiences from which the student may receive feedback on consequences of decisions made by computer based information retrieval systems.

For effective occupational guidance and counseling during last years of school and for special job placement, these recommendations were offered:

1. Schools should assume responsibility for pupils until they make a successful transition from school to work, regardless of the point at which they chose to leave school.
2. Job placement is as important as college placement.
3. Direct work experience may help the student achieve greater self understanding.
4. Profiles of major industries and businesses should be developed for terminal students in the same way college catalogues are now available to the college bound youth.
5. Summer programs should enhance the academic year efforts to best suit the needs of all the students.

Dr. Donald E. Super, Dr. Robert O'Hara, Dr. Arthur Nelson, Charles Fagone and the Project ABLE were all related to the

recent development of computers and other technological advances which aid the vocational educator.

Dr. Super gave a summary explanation of his Education and Career Exploration System (ECES) and emphasized the attempt to personalize occupational information. He explained how the student's grades, measured learning ability and interests are fed into the machine and used in computer assisted guidance functions.

An important aspect of this system is that the student should have a counselor available to him to go over the information received from the machine. Super claims the computer is a tool to handle more information faster with accuracy. The computer programs must be constantly updated and carefully programmed. When this system is well used, it frees more counselor time for meaningful personal relationships with students. The cost of the terminal and computer time may be better understood in terms of the tremendous amount of information available to the student. Some participants had reservations about the effectiveness of this system with students of low ability and poor reading skills, although it appears that it is fairly successful in the school systems where pilot programs have been developed.

Dr. Robert O'Hara discussed the Information Systems for Vocational Decisions. He developed the concept that career decisions should be based on ever expanding knowledge--lacking this, student's freedom of choice is limited. The ISVD System is based on the idea that the computer can store and retrieve more current information, narrow choices, and relieve more

counselor time for dealing personally with students. Dr. O'Hara illustrated these concepts by examples used during the research completed at Harvard University with Dr. David Tiedeman. It has been shown that the ISVD was generally too costly to install in most school systems.

The visit to the Quincy Vocational Technical School presented the opportunity to investigate Project ABLE and meet members of the research staff of the American Institute for Research of Pittsburgh and of Section 4 (c) Vocational Act of 1963 Project of Vocational Education in Quincy. Mr. Maurice J. Daly, Assistant Superintendent of the Quincy Public Schools addressed the group and led a tour through the vocational part of the school which is joined by a bridge to the academic section. This access encourages the interchange of students and sharing of facilities.

Mr. J. William Ullery and Glen E. Neifing explained Project ABLE, a 5-year project in development and evaluation of an experimental curriculum in Vocational-Technical education. ABLE is a systems approach to occupational education in which each student is accepted at his current level of competence and allowed to learn and develop at his own pace until he has completed his task. The emphasis is on the performance of tasks by application, demonstration and action.

This new approach is characterized by its flexibility, participation by the student in selection of learning material and active involvement in process and evaluation of his education. There are no student failures, jobs are organized into clusters and skill families and the focus is on job entry

level skills. Students are permitted to skip instructional units by demonstrating an adequate level of knowledge and skill. Occupational readiness certification specifies skills of graduates of the Project ABLE.

Arthur H. Nelson, President of Technical Education Research Center, Inc., Cambridge, addressed the group on Education and Emerging Technologies. He cited the need to develop post-secondary educational programs to prepare for emerging technologies in our society. He discussed the four TERC Projects developed to meet specific technologies: Bio-Medical Equipment, Electro-Mechanical, Nuclear-Medical, and Laser and Electro-Optical. Each of these four projects is in the research and demonstration program to help alleviate the shortage of technically trained personnel, and to contribute to development of curricula for other emerging technologies. These programs are designed to assist community and junior colleges, technical institutes, and other schools throughout the country to match career educational programs with rapidly changing needs of relevant technology.

Charles Fagone, Director of Visual Aids, Arlington, Massachusetts, brought the group up to date on Visual Aids as related to Occupational Information and Placement. Many of the various materials (including film strips, overhead transparencies, video tapes, sound films, etc.,) had been made by students to give them experience in the media field. Mr. Fagone's practical approach in disseminating occupational information was timely. The film "Wheels of Change"

was shown which depicts the many trades and vocational education available to students in Massachusetts. "Those Who Serve" provided an opportunity to hear Dr. John Knowles of the Massachusetts General Hospital speak of the service aspects of paramedical workers.

Mental Health Professions and the use of para-professionals were discussed by Dr. Stanley Wayne, Clinical Psychologist, Veterans Administration. He stressed the importance of personal qualities as well as adequate preparation and supervision of these helping professions.

Dr. Wayne was followed by Dr. Victor Gelineau, Director of Research in Drug Addiction in Massachusetts. He discussed drugs as a problem and a symptom of deeper trouble and admitted that results are discouraging regarding cure for drug addiction. Dr. Gelineau blames our society for so pampering the child as never to teach him to bear pain and discomfort; we are too quick to give a pill to take away any sense of suffering. Drug usage is an indication of general dissatisfaction which may be caused by worry about grades, personality problems, social inequities, war, loss of ego ideals, etc. Grades are generally inversely affected by drug usage while problem-solving ability is also impeded.

The participants then heard a panel from Westfield Trade School composed of three students who had been heavy drug users. They discussed their experiences with their Guidance Counselor, Mr. Robert W. Myco. These boys were quite reflective of the typical adolescent who first tries drugs for

various reasons and eventually finds that his use of drugs is out of control. The panelists discussed how a counselor may be most effective in aiding the student who comes to him with a drug problem. A lively discussion between the panelists and participants ensued where all aspects of teen-age sub culture and generation gap were explored. The students described differing behavior patterns that helped them lessen dependency on drugs and also the work they are currently undertaking to help younger people avoid drug abuse.

John C. Palmer, Dean of Undergraduate Admissions at Tufts University, spoke of "Techniques of Counseling the Occupationally Oriented, Disadvantaged, and Handicapped." He discussed the need for an "information saturated environment" in which the counselor can then assist the student learn the process of decision making. Dean Palmer feels that the middle class student uses counseling most of any socioeconomic group yet holds the counseling service in the lowest esteem.

There is a tendency of disadvantaged students to internalize counseling better if rapport has been established early with the counselor. To date, our methods of counseling the disadvantaged student are not effective. The greatest needs of lower class students are for more information and support for ego development. Counseling is culture and social class bound: the greater the status of the counselor in the eyes of the student, the more information will be accepted. Students--college and non college bound--are now more concerned with identity rather than life styles and achievement.

A case study approach was used by Richard A. Kelley, Dean of the College of Special Studies at Tufts. The participants formed smaller groups and discussed issues such as the responsibility of the guidance program for students who plan to leave secondary school before graduation. Other questions raised were: (a) How important is it for students to decide upon life careers while still in high school? (b) What are some elements in the home environment that may be assumed to influence the educational and vocational outlook of students? (c) What occupational information is especially needed by students at the time they leave school? (d) What guidance activities do not lend themselves to the group approach, but must be carried on with the individual?

The institute participants reacted positively to this approach and responded enthusiastically for the chance to interact with their colleagues.

"The Humanistic Counselor" was the subject of Dr. Dugald S. Arbuckle, Chairman of Counselor Education at Boston University. He encouraged the teachers and counselors to be the leaders in instigating change in their school systems which are often repressive institutions. Dr. Arbuckle spoke of the many false, unrealistic criteria used to judge people and their performance. Professors need to provide the opportunity for humanization as well as dispensing information.

## SUMMARY - FIRST EVALUATION

The primary strength of the Guidance Institute seemed to be in familiarizing the participants with the new developments in vocational education including the preparation for emerging occupations and the recent technological advances. Because the participants came from such varying backgrounds and experience, each personalized the value of the Institute according to his own needs. Some participants had never visited a vocational-technical school before while others had spent the greater part of their working lives as teachers and/or counselors in this system.

Specific information regarding staffing, materials and facilities for an effective vocational education program was helpful to some while others were anxious to learn of ways to expand and humanize an ongoing program and renew their enthusiasm and appreciation of their work. For the vocational counselor, it was a "refresher and a refreshing experience", an opportunity to see new occupations available to the non college bound student.

There was a meaningful balance between theory and practical application of vocational information. Much help was available regarding vocational guidance activities, guidance library administration, record keeping procedures and testing programs. It was thought that the traditional theory courses in education do not provide the counselor with the necessary tools for dealing with non college students. The vocational areas may be where counselors have the least amount of train-

ing and experience. This institute helped to bridge that gap.

All agreed that the institute was educational, practical and thought provoking. "The most productive two weeks I've spent in education" was the evaluation of one man from a regional high school. "It should be a model for other institutes" was the idea expressed by a woman from a senior high school.

The opportunity to meet well known educators was the high light for some participants while others felt the chance to visit working situations, training facilities and schools was most valuable in helping them prepare students for the world of work. All felt that there was a decided advantage in the cross-section of academic and vocational people in the same program.

One counselor senses a "tremendous awakening and redirection of society's thinking regarding vocational education." This institute better prepared him to play a part in this trend. When we become aware of people with all levels of education who are unable to get a job or are dissatisfied in their work, we realize the need for vocational exploration from elementary through higher education.

Often the demands of the work load keep the vocational school counselor from exploring new career opportunities for students; this institute allowed that "luxury." It was particularly helpful to realize the interrelationship of new health occupations and the need for training opportunities for disadvantaged students. The participants enjoyed the

chance to come in contact with the people, places and ideas which would give new insights into strengthening programs in the vocational education area.

Obviously it will take time to internalize and put to use information gathered during these two weeks, but already the Institute was largely responsible for shaping a program being initiated at one of the schools.

Concern was expressed regarding communication with school administrators in implementing these programs in the individual school systems. A few participants felt that they would be better able to deal with the expectations of school administrators and other counselors concerning vocational education. Some thought there might be difficulty gaining community acceptance for a stronger vocational education program. There is also a need to know procedures to be used with government agencies down through local school committees and school structure. Information is also needed regarding organizing a program K-12 in the comprehensive high school including techniques for gaining community support.

In offering suggestions for a future institute, mention was made of the need to stress how the "academic" high school could be better integrated with programs of occupational information; methods also for establishing better communication between regional vocational schools and the "academic" schools.

Some participants felt too much time was devoted to the use of computers in guidance services. Perhaps there was a need to hear from those who were in the field and had built

meaningful and innovative programs in their own schools, where examples of vocational information, counseling, placement and follow-up could be illustrated. Suggestions were made that more time be given to the sharing of ideas and experiences rather than speakers and trips. Emphasis should be placed on group action projects and case studies with the opportunity to react to speakers' presentations. Some participants expressed a wish to hear from more panels composed of high school students and graduates of vocational training programs.

The general arrangements at Tufts University seemed very satisfactory to all, but perhaps the length of the Institute was too short. Several indicated interest in a longer institute--up to four weeks--with required residency to allow for discussion and evaluation of the day's activities. It would be helpful to include administrative personnel also to help "sell" vocational education to them.

In listing the speakers and programs which were most helpful, the participants listed Dr. Dugald Arbuckle, Dr. Gene Bottoms, Dr. Robert Hoppock, the field trip to Dimock Community Health Center, and the Students' Panel on Drugs. While Dr. Arbuckle enjoys an excellent reputation especially in New England, his remarks seemed to be inspiring as well as practical for these men and women. Dr. Bottoms has obviously devoted a tremendous amount of research to occupational education. His approach while somewhat theoretical tends to be more relevant and precise to

current needs. Dr. Hoppock's approach to occupational information while not unknown to most was practical and insightful.

The opportunity to meet and discuss problems with John Morine, Senior Supervisor in the Division of Occupational Information, State Department of Education, and the day-to-day leader of this institute, was also listed as advantageous. During the course of the two weeks, most took advantage of the informal dialog with Mr. Morine to seek his advice regarding vocational education in the individual school system. This seemed to give the teachers and counselors the opportunity to become more cognizant of state programs and thereby feel less of the alienation which often exists between school personnel and state officials.

## SUMMARY OF THE FINAL EVALUATION OF THE INSTITUTE BY PARTICIPANTS

Ninety-five percent of the participants replied to a second evaluation of the Tufts Summer Guidance Institute, after a follow-up letter to the fifteen non-respondents. All indicated a strengthening or reinforcing of their educational viewpoints regarding the needs for more occupational information and the opportunities presented by vocational education. As most counselors in the Institute were from academic high and junior high schools, an appreciation of the role of occupational education in counseling with the disadvantaged and handicapped was one of the objectives of the Institute. It is clear that this objective was attained. The field trips emphasized the changes in vocational education as well as the comprehensive programs of occupational education--not only in the new and modern regional vocational-technical schools--but the assistance rendered by these schools to the high schools of member communities in setting up occupational programs for those unable to attend the regional schools. Also noted were the programs at the Dimock Health Center in Roxbury and the Columbia Point project to train blacks, non-English speaking, and other disadvantaged adults in the paramedical and other occupations and how some stayed to train others. The fact that these types of programs may be organized and conducted in other than school facilities and funded through P.L. 90-576 funds stimulated some participants to indicate the germ of an

idea to conduct group discussion on considering similar proposals in their communities. As one participant summed it up: "I learned to broaden horizons and enrich lives."

2. Many of the participants were of the opinion that it was too soon to expect any changes in the school's procedures resulting from their participation in the Institute. However, nearly all are planning to execute changes based upon knowledge gained at the Institute. Some have committees formed and agreed that their individual approach to guidance had become much more occupationally oriented. One has his school department presenting a Title III project for a Career Resource Center. Another has initiated a career oriented program among her kindergarten children. Still another has her student council studying "an appropriate drug program which will include occupational rehabilitation." "An occupational information program during the two activities periods on a voluntary basis" has been started in another school. Another states: "We have included in our budget money for setting up a Career and Vocational Course, starting in January in the seventh grade. I am in the process of writing up such a program hoping someday for Federal funds and have started purchasing materials on Careers. Already an entire series of books and pamphlets have been purchased for us through our library based upon Institute suggestions." Still another reports: Our town is building a new junior high school and I plan to have a vocational unit in the new

school as well as an occupational career center based upon the one we visited in Newton during the Institute." A few indicate that ideas from the Institute have been presented to School Committees, but the economic recession may jeopardize the programs. In summary, it would appear that many non-college oriented youth will benefit from the effects of the Institute.

3. Much of this section is summarized above. A compensatory program for the alienated child, increased emphasis on health occupations in guidance, a greater awareness of what can be done in vocational education, a K-12 program of occupational information, career development centers in schools, computer-based Interactive Learning Systems, updating of occupational information files, the importance of research for programs vocationally oriented, field trips to industry, use of text and references, more audio-visual aids relative to career information, while one participant expresses the opinion that "the importance of the Institute was in its overall thrust rather than its individual speakers--whose excellence varied." Some have written speakers for further materials or for an elaboration of his talk. The lectures and discussions stimulated some work by each participant toward a better understanding of vocational education and vocational guidance which has permeated the school systems through administrative and faculty meetings to encourage assistance in the plight of the non-college bound youth.

4. Two films produced by the Massachusetts Division of

Occupational Education were shown at the Institute and the means of free distribution of the films explained. The "Wheels of Change" describes vocational education and "Those Who Serve" has Dr. John Knowles of the Massachusetts General Hospital explaining the use of paramedical technicians in hospitals and rest homes as well as how youth may serve in these fields. Many of the participants have been using the films in their schools and with parents and organizations.

The second evaluation of the Institute has been most encouraging. Apparently the impact was significant. Just a few of the over one thousand counselors in Massachusetts were affected. An Institute such as the Tufts Summer Guidance Institute should be presented yearly for counselor training because, not only is the objective of stimulating programs in vocational education and vocational guidance for disadvantaged and handicapped youth an achievable one, but there is indication of the participants assuming leadership roles in the implementing of ideas gained at the Institute.

## STAFF VIEWPOINTS

After summarizing the program and evaluating the opinions of the participants relative to the value of the Institute in influencing their views of occupational education and the means for implementing programs of vocational guidance and placement, it may be redundant to reiterate the means employed to develop an understanding and appreciation of this type of education in the academically and college oriented counselor, teacher, and special programs coordinator, as well as stimulating an urge to attain leadership in especially selected vocational school personnel. The heterogeneity of the group and the speakers enhanced the discussions.

The hearing from national experts and text book writers and the seeing of special projects of how the programs may be instituted seemed to be an excellent formula to whet the appetite of the participants and encourage them to develop programs of their own as well as to emphasize the ideas that develop strong leadership roles in the field of vocational-technical education.

Noteworthy were the ideas of George Lunn of the Children's Medical Center when he had such an acute need for paramedics and so many black mothers were receiving Aid for Dependent Children that with a Carnegie Foundation Grant and assistance from the Division of Occupational Education, he restored the closed New England Hospital in Roxbury, set up a child care program, and enrolled mothers in paramedical programs so that they could learn and earn rather than stay on the relief roles.

One Harvard and one Tufts Medical School physician went on the Selma March, not because they were activists, but to treat those whom they anticipated might get hurt. What appalled them most were the conditions of the black people living in hovels alongside the road of the march. They discovered that these people had no preventative medicine and in looking for a place in Boston that nearly simulated the conditions in Alabama, in conjunction with Tufts Medical School, they opened a day-care medical clinic at Columbia Point, a housing project, actually a city within a city. Shocked to discover that the residents of the project had a distrust for the middle-class staff and would not visit the clinic, they set out to train black paramedics to assist in the staffing so that now the waiting room is crowded with patients. Before treatment, schooling may be necessary in working with the disadvantaged. It was a point well emphasized in setting up programs for disadvantaged who have had no reason to respect the sincerity of a middle class that has oppressed or ignored them until recently.

The participants had these opportunities to learn the value of establishing trust first through minority staffing before gaining the confidence of the minority groups.

The computers as described by Super and O'Hara and the work ethic introduced by Kvaraceus and Kenney may assist a humanistic counselor as drawn by Arbuckle in working with middle class pupils from middle class homes, but to bring this new technology to the disadvantaged will test the ingenuity of the most humanistic counselor, and he may need

some counselor aids or technicians and finally staff members from the disadvantaged group to attain his goals.

Visits and job analysis at the Norton Company and Morgan Construction Company emphasized the opportunities and lack of opportunities and differentiated between the occupational spectrum of the trained and those graduated with no skill.

The uses of the GATB by the Division of Employment Security was new to many and twenty-nine participants stayed late to become certified to obtain the results of the General Aptitude Test Battery and its interpretation.

The summer vocational-technical programs at a regional school and a city school were indicative of the many opportunities available to academic school pupils as well as prospective and regular vocational school pupils. Of special interest to the academic counselor was the program of the regional vocational-technical school in setting up occupationally-oriented programs in the high schools of the member towns of the region for those youth unable to attend the regional school. (Applicants to the eleven regional vocational-technical schools in Massachusetts are three and four times the spaces available; hence, the special programs). The fact that fifteen more regional vocational-technical schools are in various stages of building and planning, encompassing over one hundred cities and towns, encouraged the participants to learn more about how they can assist in the program so that all non-college preparatory youth may leave secondary schools with a saleable skill.

John Flanagan's Project ABLE and the Career Information Center at Newton provided a close look at new approaches to vocational education and imparting occupational information and have been described previously in this report. The test Career Information Service describes the dream and the Center shows the beginnings of making the dream a reality.

In concluding the Institute, Arthur Nelson of the Technical Education Research Center (TERC) described the emerging occupations of the seventies and how they are being started and will be incorporated in the Community Technical College and the Vocational-Technical Schools to dispell a familiar academic premise that old trades are taught on old machines in old trade schools. The new and beautiful comprehensive regional vocational-technical schools with automated machinery was a revelation to nearly all of the participants, most of whom had never seen these schools. The additions and modern renovations to Worcester Trade School and the Technical Institute (13th and 14th year) clarified the theory that it is impossible to educate today's youth with yesterday's machines for tomorrow's occupations.

The Education Professions Development Act, Part F., Section 553, is to be complimented for approving the Tufts Summer Guidance Institute in which forty participants were encouraged to learn more about the potential that vocational-technical education has for influencing the lives and economy of so many. If the core of the central cities is allowed to rot, that rot will spread to the suburbs with its disastrous results. Fur-

thermore, disadvantaged youth are in every school system. How they are assisted, along with the handicapped, will determine the excellence of education for all. That the majority of the participants will assume leadership roles in alleviating the suffering and economic waste incurred by neglecting these youth and the resultant upgrading of all education is the thought that the Institute tried to impart. The evaluative criteria is indicative that thought and action have been stimulated. However, to reiterate a previous statement: forty of the one-thousand counselors in Massachusetts hardly touches the problem. It is hoped that EPDA will be favorable toward another such Institute in coming years. It would appear to be a positive approach to the counselor training of guidance personnel whose academic trainers are unfamiliar with the opportunities in vocational-technical education.

# VII. APPENDIX

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0752
APPROVAL EXPIRES: 10/31/71

# PARTICIPANT DATA SUMMARY

**(Parts C, D, and F, Education Professions Development Act Title V, P.L. 89-329, as amended)**

1. OE PROJECT NUMBER: 2506

2 NAME OF SPONSORING INSTITUTION OR AGENCY: Tufts University

3. STATE: Massachusetts

4. a. NUMBER OF PARTICIPANTS TO BE TRAINED IN THE PROJECT: 40

b. NUMBER OF PARTICIPANTS COVERED BY THIS SUMMARY REPORT: 40

## DATA ON PARTICIPANTS

| 5. SEX | | 6. AGE | | | | | | 7. PARTICIPANTS BY WHETHER OR NOT THEY ARE VIETNAM ERA VETERANS | |
|---|---|---|---|---|---|---|---|---|---|
| | | a. under 25 | 1 | d. 35-39 | 5 | g. 50-54 | 6 | | |
| a. Male | 24 | b. 25-29 | 6 | e. 40-44 | 10 | h. 55-59 | 3 | a. Vietnam era veterans | -- |
| b. Female | 16 | c. 30-34 | 3 | f. 45-49 | 6 | i. 60 and over | -- | b. Not Vietnam era veterans | |

| 8. RACIAL OR ETHNIC BACKGROUND | | | | 9. PARTICIPANTS BY WHETHER THEIR INCOMES ARE, OR WERE BEFORE THEY ENROLLED IN THIS PROJECT, BELOW THE POVERTY LINE | |
|---|---|---|---|---|---|
| a. Negro or black | | d. American Indian | | | |
| b. Puerto Rican | | e. Oriental | | a. Below poverty line | |
| c. Mexican-American | | f. Other than the above | 40 | b. Not below poverty line | 40 |

10. GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS *(by State of employment prior to this project)*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Ala. | | k. Ga. | | u. Md. | | aa. N. J. | | ao. S. C. | | ay. Wyo. | |
| b. Alaska | | l. Hawaii | | v. Mass. | 40 | af. N. M. | | ap. S. D. | | az. Canal Zone | |
| c. Ariz. | | m. Idaho | | w. Mich. | | ag. N. Y. | | aq. Tenn. | | ba. Guam | |
| d. Ark. | | n. Illinois | | x. Minn. | | ah. N. C. | | ar. Texas | | bb. Puerto Rico | |
| e. Cal. | | o. Indiana | | y. Miss. | | ai. N. D. | | as. Utah | | bc. Virgin Is. | |
| f. Colo. | | p. Iowa | | z. Mo. | | aj. Ohio | | at. Vt. | | bd. Pacific Trust Territories | |
| g. Conn. | | q. Kansas | | aa. Mont | | ak. Okla. | | au. Va. | | | |
| h. Del. | | r. Ky. | | ab. Nebr. | | al. Oreg. | | av. Wash. | | be. Overseas Dep. Schools | |
| i. D. C. | | s. La. | | ac. Nevada | | am. Pa. | | aw. W. Va. | | | |
| j. Fla. | | t. Maine | | ad. N. H. | | an. R. I. | | ax. Wisc. | | bf. Foreign | |

11. HIGHEST DEGREE EARNED

| a. NONE | b. H. S. DIPLOMA | c. BACHELOR'S | d. MASTER'S | e. ED. D. | f. PH. D. |
|---|---|---|---|---|---|
| | 3 | 5 | 32 | | |

12. OCCUPATIONAL BACKGROUND

| | | | |
|---|---|---|---|
| a. Currently employed *(or within the past 5 years employed)* in the field of education | 40 | d. Never previously employed in the field of education by whether they were | |
| b. Previously employed in the field of education, but not within the past 5 years | | 1. Employed in other professions requiring an academic degree | |
| c. Never previously employed in the field of education | | 2. Holding an academic degree but not working | |
| | | 3. Not holding an academic degree | |

13. TOTAL YEARS OF TEACHING OR OTHER EMPLOYMENT IN THE FIELD OF EDUCATION

| a. NONE | b. 1-4 YEARS | c. 5-9 YEARS | d. 10-14 YEARS | e. 15-19 YEARS | f. 20 OR MORE |
|---|---|---|---|---|---|
| | 10 | 9 | 10 | 9 | 2 |

14. PRIMARY POSITION OR EMPLOYMENT STATUS AT PRESENT, OR IMMEDIATELY PRIOR TO PROJECT

| a. IN A PRESCHOOL, ELEMENTARY OR SECONDARY SCHOOL OR SCHOOLS, OR LOCAL EDUCATION AGENCY | | | | b. OTHERWISE EMPLOYED | |
|---|---|---|---|---|---|
| | | | | 1. Teacher trainer *(in institution of higher education)* | |
| 1. Teacher | 10 | 5. Instructional media *(incl. librarians)* | 1 | | |
| 2. Administrator | 1 | 6. Education aide or paraprofessional | | 2. In State educ. agency | |
| 3. Supervisor | | 7. School volunteer | | 3. Non-education position | |
| 4. Pupil personnel specialist | 28 | 8. Other education position | | 4. Student | |

OE FORM 7214, 6/70 REPLACES OE FORM 7214, 6/69, WHICH IS OBSOLETE.

## DATA ON SCHOOLS OF PARTICIPANTS

*(NOTE: Distribute into each of the following items (15, 16, 17, 18, 19a, 19b, 19c, 19d, and 19e) only the number of participants who have been classified in item 14a, by the category in each item which best describes the nature of their schools. Exclude participants classified in item 14b.)*

| 15. SCHOOL OR SYSTEM, BY CONTROL | | 16. GRADE LEVELS WITH WHICH THE PARTICIPANTS' ASSIGNMENTS USUALLY RELATE | | | | | |
|---|---|---|---|---|---|---|---|
| | | a. Preschool | | d. Jr. High (7-9) | 5 | g. Elem. & Sec. | 0 |
| a. Public | | b. K - Gr 3 | 1 | e. Sr. High (10-12) | 24 | h. Post-Sec. Vocational | 2 |
| b. Nonpublic | | c. Elem (K-6) | 4 | f. Secondary (7-12) | 5 | i. Adult Education | |

17. AREA OF SERVICE OF SCHOOL OR SYSTEM WHERE EMPLOYED *(predominant characteristic)*

| | | | |
|---|---|---|---|
| a. Rural or small town - general population | 16 | d. Urban - poverty area | 8 |
| b. Rural or small town - poverty area | 2 | e. Suburban | 8 |
| c. Urban - general population | 6 | | |

18. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM FAMILIES AT OR BELOW THE POVERTY LINE

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. 0% | -- | d. 20-29% | 9 | g. 50-59% | 0 | j. 80-89% | 1 |
| b. 1-9% | 11 | e. 30-39% | 4 | h. 60-69% | 1 | k. 90-100% | -- |
| c. 10-19% | 11 | f. 40-49% | 2 | i. 70-79% | 1 | | |

19. STUDENT BODY OF SCHOOL *(or schools)* IN TERMS OF THE PERCENT WHO COME FROM SPECIFIED MINORITY RACIAL OR ETHNIC BACKGROUNDS

| A. NEGRO OR BLACK | | B. PUERTO RICAN | | C. MEXICAN-AMERICAN | | D. AMERICAN INDIAN | | E. ORIENTAL | |
|---|---|---|---|---|---|---|---|---|---|
| a. 0% | 20 | a. 0% | 35 | a. 0% | 40 | a. 0% | 40 | a. 0% | 40 |
| b. 1 - 9% | 14 | b. 1-9% | 4 | b. 1-9% | | b. 1-9% | | b. 1-9% | |
| c. 10-19% | 2 | c. 10-19% | 1 | c. 10-19% | | c. 10-19% | | c. 10-19% | |
| d. 20-29% | 2 | d. 20-29% | | d. 20-29% | | d. 20-29% | | d. 20-29% | |
| e. 30-39% | 1 | e. 30-39% | | e. 30-39% | | e. 30-39% | | e. 30-39% | |
| f. 40-49% | -- | f. 40-49% | | f. 40-49% | | f. 40-49% | | f. 40-49% | |
| g. 50-59% | -- | g. 50-59% | | g. 50-59% | | g. 50-59% | | g. 50-59% | |
| h. 60-69% | 1 | h. 60-69% | | h. 60-69% | | h. 60-69% | | h. 60-69% | |
| i. 70-79% | -- | i. 70-79% | | i. 70-79% | | i. 70-79% | | i. 70-79% | |
| j. 80-89% | -- | j. 80-89% | | j. 80-89% | | j. 80-89% | | j. 80-89% | |
| k. 90-100% | -- | k. 90-100% | | k. 90-100% | | k. 90-100% | | k. 90-100% | |

### SPECIALIZATION *(If employed in an institution of higher education)*

20. PARTICIPANTS EMPLOYED IN INSTITUTIONS OF HIGHER EDUCATION - THOSE PARTICIPANTS DISTRIBUTED IN THE FIRST CATEGORY OF ITEM 14b, AS "TEACHER TRAINERS" - BY AREA OF SPECIALIZATION

| a. ARTS OR SCIENCES | b. EDUCATION | c. OTHER |
|---|---|---|
| | | |

### TYPE OF POSITION FOR WHICH PARTICIPANTS ARE PREPARING

21. ALL PARTICIPANTS BY WHETHER THIS PROJECT IS PREPARING THEM TO ENGAGE IN A DIFFERENT TYPE OF POSITION

| | |
|---|---|
| a. Preparing for same type of position as at present *(as reported in item 14)* | 39 |
| b. Preparing for a different type of position *(include teachers who are preparing to teach a different subject)* | 1 |

c. Participants in category b. above by type of position being prepared for

| | | | |
|---|---|---|---|
| 1. Teacher *(of a different subject)* | | 6. Educational aide or paraprofessional | |
| 2. Administrator | | 7. School volunteer | |
| 3. Supervisor | | 8. Other educational position *(in a school)* | |
| 4. Pupil personnel specialist | 1 | 9. Teacher trainer *(in an institution of higher education)* | |
| 5. Instructional media specialist *(including librarian)* | | | |

*Health Center*

# Columbia Pt. Project Winning Confidence

By JOHN M. LANGONE

The Tufts-Columbia Point Health Center has won the "patronage and confidence" of the great majority of the community residents it serves, a report in a national medical journal reveals.

After more than three full years of operation, according to the report in the Journal of the American Medical Association, it has been demonstrated that 73 per cent of the residents of the low-income, public housing area make heavy use of the center and compare it favorably with alternative sources.

"WHEREAS 96 per cent of the sample survey made one or more favorable comments, only 37 per cent made one or more unfavorable comments," reported the authors, Drs. Seymour S. Bellin and H. Jack Geiger, of Tufts School of Medicine's department of community health and social medicine.

They sought also to answer what they called "the real question involved here"—Is the hub of the health care universe the hospital or the community?

"THE ANSWER," they concluded, "obviously depends in part or who is talking, the professional or the consumer. It is worth pointing out that the hospital-centered plan, . . . cated away from the social entity of the neighborhood and community, in a massive institution with complex funding and elite direction, is most likely to block the new dimension in today's health care that is, effective participation in, and some control over, the provision of basic human services by those served. A health center is a possible vehicle for such consumer participation; as even the middle class knows well, a hospital is an unlikely one."

## WHAT IS THE HEALTH VOCATIONAL TRAINING PROGRAM?

It is a unique health training program, funded by the Rockefeller foundation, organized to prepare individuals for employment in the allied health fields.

## WHAT ARE THE OBJECTIVES?

The overall program will be subject to continuous review in light of changing opportunities within the medical care fields. As new occupations and skills are needed, new programs will be added. The program at the vocational training center is action oriented and it will provide opportunities for individuals to advance. Participants for admission will meet regularly with guidance counselors at the center, and during the course of study they will be interviewed by personnel officers from the teaching hospitals to assure placement.

## WHAT MAKES THIS TRAINING PROGRAM UNIQUE?

The training program will offer these unique features:

Classes designed to meet the requirements of all health facilities providing the worker with job mobility.

Full time counseling staff responsible for job placement, and follow up.

Training center will be housed in a modern, well-equipped hospital plant with operating room, recovery room and patient care suite.

Eligibility for a training allowance will be determined through interview.

**If interested, please write or call:**

**442-8800 Extension 251**

**HEALTH VOCATIONAL TRAINING PROGRAM**
**Dimock Community Health Center**
**Dimock Street, Roxbury, Mass. 02119**

The initial phase of this program is scheduled to begin in the following:

**MEDICAL TRANSCRIBER**

**ORTHOPEDIC TECHNICAL ASSISTANT**

**NURSE'S ASSISTANT**

As we progress more courses will be added:

**WARD SECRETARY**

**CLINIC SECRETARY**

**OXYGEN THERAPY**

**DENTAL TECHNOLOGY**

**HISTOLOGY (TECHNICIAN)**

**OPERATING ROOM (TECHNICIAN, AIDES)**

**CLINIC MANAGER**

**ELECTROCARDIOGRAPHY TECHNICIAN**

**SECURITY OFFICER**

# Commonwealth of Massachusetts

## Department of Education

This is to certify that

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has successfully completed a workshop course on the administration of

The General Aptitude Test Battery

Given at

TUFTS UNIVERSITY

_____

*Commissioner of Education*

_____

*Director, Division of Employment Security*

TUFTS SUMMER GUIDANCE INSTITUTE

on

THE UTILIZATION OF OCCUPATIONAL EDUCATION AND PLACEMENT
ED. 242

at

TUFTS UNIVERSITY

JULY 20 - 31, 1970

PRESENTED UNDER CONTRACT WITH THE

MASSACHUSETTS DEPARTMENT OF EDUCATION

and

THE UNITED STATES OFFICE OF EDUCATION

EDUCATION PROFESSIONS DEVELOPMENT ACT

PART F, SECTION 553, P.L. 90-35

INSTITUTE DIRECTOR: DR. DANIEL W. MARSHALL
PROFESSOR OF EDUCATION AND CHAIRMAN OF THE DEPARTMENT OF EDUCATION
TUFTS UNIVERSITY

INSTITUTE ASSISTANT DIRECTOR: JOHN P. MORINE
SENIOR SUPERVISOR, OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE
DIVISION OF OCCUPATIONAL INFORMATION, STATE DEPARTMENT OF EDUCATION

ADMINISTRATIVE ASSISTANT: MISS ELIZABETH M. CURTIN
UNIVERSITY COUNSELOR, TUFTS UNIVERSITY

## ACTIVITY SCHEDULE

DATE
TIME

### FIRST WEEK

---

Monday
July 20

9:00 A.M. - 11:30 A.M.

The objectives of the Summer Institute on the Analysis and Utilization of Occupational Information and Placement

Dr. Daniel W. Marshall, Professor of Education, Tufts University

Vocational Education and Occupational Information in Massachusetts and the Nation

John W. Fitzgerald, Acting Associate Commissioner of the Division of Occupational Education, Massachusetts.

Participant Involvement in Research on the Project

Lot H. Cooke, Jr., Research Consultant, Technical Education Research Center, Inc. Cambridge

Discussion

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1:00 P.M. - 4:00 P.M.

The Use of a Computer in Personalizing Occupational Information

Dr. Donald E. Super, Professor of Psychology and Education, Teachers College, Columbia University

The Use and Misuse of Occupational Education

Dr. Robert Hoppock, Professor of Education, New York University

Discussion

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ACTIVITY SCHEDULE (CONT.)

| DATE<br>TIME | FIRST WEEK |
|---|---|
| Tuesday<br>July 21 | Mental Health Professions |
| 9:00 A.M. - 10:00 A.M. | Dr. Stanley Wayne, Clinical Psychologist, Veteran Administration |
| 10:00 A.M. | The Occupational and Placement Problems in Drug Addiction<br>Dr. Victor Gelineau, Director of Research in Drug Addiction<br>Discussion |
| 1:00 P.M. - 4:00 P.M. | Student Panel on the Use of Drugs<br>Robert W. Myco, Counselor, Westfield Trade High School and three students<br>Discussion |
| Wednesday<br>July 22 | At the New England Hospital, Boston<br>Education in the Paramedical Fields |
| 9:00 A.M. | (Bus leaves at 9:00 A.M.)<br>George W. Lunn, Director of Personnel, Children's Hospital, Boston<br>John D. O"Bryant, Director, Health Vocational Training Program, of Dimock Community Health Center, New England Hospital |
| 1:00 P.M. | At Columbia Point<br>Neighborhood Participation in Health Programs<br>Tufts Medical School<br>Dr. Solomon Fleishman, Medical Director Columbia Point Project<br>William Oshima, Director Social Service Department<br>Mrs. Rita Pope, Director of Nursing<br>Grace L. Nangle, R.N., Coordinator of Nursing Programs, Salem State College |

ACTIVITY SCHEDULE (CONT.)

FIRST WEEK

| DATE<br>TIME | |
|---|---|
| Thursday<br>July 23 | At Blue Hills Regional Vocational-Technical High School (Bus leaves at 8 A.M.) |
| 8:00 A.M. | The Vocational Competence as well as the Occupational Competence of Youth Studying Vocational-Technical Education in Four Divisions, i.e.<br><br>Technical Education - Associate Degree Granting<br>Trade and Industrial Education - Mechanical<br>Trade and Industrial Education - Artistic<br>Pre-Occupational Education for the Academically, Emotionally and/or Socially Disadvantaged and Handicapped<br><br>How Youth Arrive at Their Occupational Decisions and the Counseling Involved in a Region Comprising Eight Towns<br><br>William A. Dwyer, Superintendent-Director<br><br>Charles Brennan, Coordinator Academic Studies<br><br>Richard A. Pelosi, Vocational Counselor<br>Blue Hills Regional Vocational-Technical School |
| 1:00 P.M. | A Guide For the Development, Implementation, and Administration of Exemplary Programs and Projects in Occupational Education<br><br>Gene Bottoms, Associate State Director<br>Division of Vocational Education<br>Georgia Department of Education |
| 3:00 P.M. | The Techniques of Counseling. The Occupationally Oriented, Disadvantaged, and Handicapped<br><br>Dean John C. Palmer,<br>Dean of Undergraduate Admissions and<br>Associate Professor of Education<br>Tufts University |

## ACTIVITY SCHEDULE (CONT.)

| DATE<br>TIME | FIRST WEEK |
|---|---|
| Friday<br>July 24 | The Humanistic Counselor |
| 9:00 A.M. | Dr. Dugald S. Arbuckle, Chairman<br>Department of Counselor Education<br>Boston University |
| 10:30 A.M. | Functions of Computers in Guidance |
| | Dr. Robert O"Hara, Director of Guidance<br>Arlington, Massachusetts<br><br>Former Professor of Education,<br>Harvard University, B.C.,<br>Principal Investigator, Information Systems<br>For Vocational Decisions |
| 1:00 P.M. - 4:30 P.M. | Opportunities For the Use of GATB in Placement |
| | Elizabeth M. Francis, Supervisor of Testing<br>Services Division<br>Massachusetts Division of Employment Security |

A special group will be formed for those participants interested in certification in the GATB, as well as those attending for the interpretation training.

## ACTIVITY SCHEDULE (CONT.)

| DATE<br>TIME | SECOND WEEK |
|---|---|
| Monday<br>July 27 | The Utilization of Visual Aids in Disseminating Occupational Information and Placement |
| 9:00 A.M. | Charles Fagone, Director of Visual Aids<br>Arlington, Massachusetts |
| 10:30 A.M. | Films on Occupational Education produced by the Division of Occupational Education<br><br>"The Wheels of Change"<br><br>Depicting the many trades and occupational education courses available to the youth of Massachusetts<br><br>"Those Who Serve"<br><br>Featuring the need for paramedical workers with Dr. Francis B. Carroll of the Veterans' Administration Hospital, Jamaica Plain and Dr. John H. Knowles of Massachusetts General Hospital, Boston, speaking of the service aspects of these occupations |
| 1:00 P.M. | The World of Work - Occupations and the Work Ethic<br><br>Dr. William C. Kvaraceus, Chairman<br>Department of Education, Clark University<br><br>Dr. Helen J. Kenney, Associate Professor<br>Department of Education, Clark University |
| 3:15 P.M. | Case Study<br><br>Dean Richard A. Kelley<br>College of Special Studies<br>Tufts University |

## ACTIVITY SCHEDULE (CONT.)

### SECOND WEEK

| DATE<br>TIME | |
|---|---|
| Tuesday<br>July 28<br><br>9:00 A.M. | At Quincy Vocational-Technical High School<br>(Bus leaves at 9:00 A.M.)<br>A New Approach to Vocational-Technical Education<br><br>Maurice J. Daly, Assistant Superintendent |
| 1:00 P.M. | At Quincy Vocational-Technical High School<br><br>The Project ABLE, Presenting Vocational-Technical Education in Clusters of Trades, and Vocationalism as a Liberating Element in Education. Occupational Information and the Guidance Value of Clusters of Trades. E.S. 70<br><br>J. William Ullery, Research Scientist<br><br>Glen E. Neifing, Associate Research Scientist<br><br>Members of the Research Staff of the American Institute for Research, Pittsburgh, and of a Section 4(c) Vocational Act of 1963 Project of Vocational Education in Quincy.<br><br>Discussion |
| Wednesday<br>July 29<br><br>9:00 A.M. - 12:00 noon | At Worcester Boys' and Girls' Trade Schools and the Worcester Industrial Technical Institute<br>(Bus leaves at 8:00 A.M.)<br><br>The Trade, Paramedical, and Technical Post Graduate Student in Training and Re-training Situations and the Occupational Choices of Post Graduate Students with Certain Core Curricula<br><br>Robert K. Butler, Administrator<br>Worcester Trade and Technical Schools<br><br>Julia Salmon, Director<br>Worcester Girls' Trade High School<br><br>John J. Dwyer, Director<br>Worcester Boys' Trade High School<br><br>Oscar Maynard, Director<br>Worcester Industrial Technical Institute |

## ACTIVITY SCHEDULE (CONT.)

### SECOND WEEK

| DATE<br>TIME | |
|---|---|
| Wednesday<br>July 29 | |
| 12:30 noon | Lunch at Worcester Polytechnic Institute with participants of a Science grant program |
| 3:00 P.M. - 5:00 P.M. | At the Norton Company, Worcester<br>Manufacturer of Abrasives:<br><br>The Trade and Technical School Graduate at Work and Occupations for Disadvantaged and Handicapped<br><br>Peter Marshall, Personnel Manager<br><br>At the Morgan Construction Company, Worcester<br>Heavy Construction Equipment<br><br>Occupations in the Skilled Trades: Training and Retraining |
| Thursday<br>July 30 | At the Newton Public Schools (Bus leaves at 9:00 A.M.)<br>Division of Pupil Personnel Services to view: |
| 10:00 A.M. | An Occupational Career Center on Occupational Information and Placement, Funded through a P.L. 88-210 grant and supplemented by P.L. 90-576 funds by the Division of Occupational Education, State Department of Education. A graduate student at Tufts who has completed the course in Occupational Information and Guidance Services' has been the recipient of a $3500 Fellowship as a career assistant at the Center for the second year as part of the continuing program of the Division.<br><br>Dr. Arthur M. Kroll, President, Interactive Learning Systems<br><br>Initiator of the Project (See Text Career Information Service")<br><br>Mrs. Myra Trachtenberg, Director<br>Newton High and Technical School Career Center |

## ACTIVITY SCHEDULE (CONT.)

DATE
TIME

SECOND WEEK

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Thursday
July

At Newton High School

1:00 P.M.

Computer Oriented Counseling

Dr. Arthur M. Kroll, President
Interactive Learning Systems, Inc.
and members of the staff

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Friday
July 31

Education and the Emerging Technologies

9:00 A.M. - 10:00 A.M.

Dr. Arthur Nelson, President, Technical Education Research Center (TERC) Cambridge, Massachusetts.

The emerging technical subprofessional post-secondary careers and the possibility for Junior High School personnel learning about occupations in:

Bio-Medical Equipment Technicians and Repairmen
Electro-Mechanical Technicians and Repairmen
Electro-Optical Technicians and Repairmen
Nuclear Medical Technicians and Repairmen

A determination of ability for success in these occupations and the need for guidance personnel to be familiar with the occupations and the criteria necessary to organize the courses and select youth. How Junior High School personnel may counsel regarding repairmen in these emerging occupations.

Discussion

ACTIVITY SCHEDULE (CONT.)

DATE
TIME

SECOND WEEK

| | |
|---|---|
| 10:00 A.M. - 12:00 Noon | Three discussion groups with appointed leaders and recorders to summarize the Institute. Presentation of conclusions and opinions by Recorders. Final Summation: |

Dr. Daniel W. Marshall, Professor of Education
Tufts University

John P. Morine, Senior Supervisor
Occupational Information and Vocational Guidance
Division of Occupational Education,
Massachusetts Department of Education

Miss Elizabeth M. Curtin, University Counselor
Tufts University

NOTE: The text: CAREER INFORMATION SERVICE, by Circle, Duncan F., Clemens, David B., Kroll, Arthur M., & Overholt, Dorothea C., Bureau of Vocational Education, Department of Education, Commonwealth of Massachusetts, 1968,

There is a special section of the Wessells Tufts Library set aside for the Guidance Institute with many books by the lecturers and pertinent literature on Occupational Information and Placement.